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ABSTRACT

This booklet presents the findings of an extensive survey conducted in 1971 by the American Association of School Administrators (AASA) to investigate characteristics of its members and their views of AASA's organizational structure and activities. Survey questionnaires were mailed to a systematic sample of approximately 2,200 AASA members. Of that sample, approximately 1,600 members completed and returned the questionnaire. Results of the survey are discussed in a series of separate short sections that closely follow the order and wording of the original questionnaire. Primary emphasis of the discussion is on members' views of the value of various AASA activities. (JG)

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# AASA - An Analysis of Structure, Purpose, Program and Services

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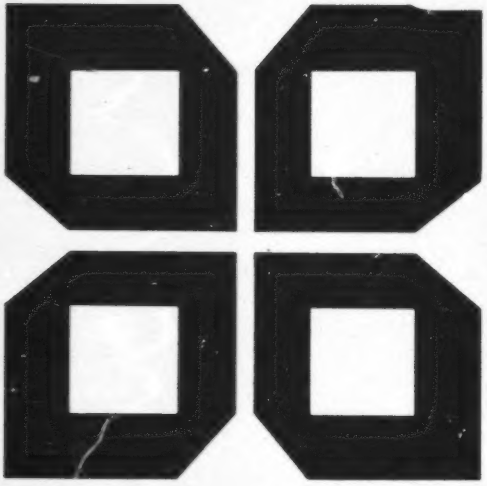

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## Acknowledgments

This is indeed a timely report, coming at a point in history when seemingly everything is being reexamined. Never before has there been such great concern with how professional associations of school administrators should be organized, who should be permitted to join, what new services should be initiated, what programs should be abandoned. This report focuses on issues of crucial importance to all members of AASA, for no man can afford to be ignorant of vital issues affecting his professional association.

*AASA—An Analysis of Structure, Purpose, Program and Services* is the result of the cooperative efforts of thousands of people. While the American Association of School Administrators assumes full responsibility for any errors of fact or interpretation in this report, it gratefully thanks the many people who gave so generously of their time and energy in its preparation.

To the thousands of AASA members who responded to our questionnaire, we say thanks. To the Research Division of the NEA, which assisted in drawing a statistically valid sample and directed the optical scanning of the data, we express our deep thanks. To Ken Hansen, professor of education, Washington State University, Pullman, for his scholarly counsel and painstaking efforts, we owe a debt of gratitude. Particular appreciation is extended to William J. Ellena, deputy executive secretary of AASA, who conceived and directed the project and who prepared this report for the officers and members of the American Association of School Administrators.

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## Foreword

Surveys yielding a profile of the membership of AASA have been undertaken and published periodically by the organization since 1923. The latest of these, providing a composite picture of those who form the majority of the organization—superintendents of schools—was published in 1971.

In the more than 100 years of its organizational history, however, AASA has given perhaps less detailed attention to formal analysis of itself as an organization. Informal analyses of organization structure, purpose, program and services are of course constantly under way. The organization is studied every time the Executive Committee meets; whenever the membership at the annual business meeting proposes and accepts resolutions or considers other matters of organizational business; whenever AASA committees report on organizational concerns; and whenever feedback to the organization is generated by regional drive-ins, circuit rides, and the many formal and informal meetings held by organizational officers and staff in conjunction with the growing number of state administrator organizations.



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All of these organizational analyses, however, frequent and significant as they are, lack the broad scope, the probing depth, and the objectivity that are possible in a more structured survey. Therefore, in 1971 the AASA Executive Committee, acting on the suggestion of many members, officers, and staff employees, and on its own conviction that the total organization needed a careful analysis, authorized and instituted the study which became known as "Special Survey of AASA Members." Responses from a random sampling of more than 1500 members provided the basis for the report and analysis that follow.

Interest and confidence in reports like this one are often difficult to secure from the organizational membership, for most of the people who read these materials will react with predictable incredulity: "How do they know how the membership feels? Nobody asked me!"

It would have been extremely burdensome financially and physically to try to deal with the mountains of responses had every member's questionnaire required analysis. Fortunately, developments in small-sampling techniques have made it unnecessary to survey everyone in a group. Therefore, a sampling of the AASA membership was made, scientifically designed to be representative of the totality of the "universe" studied (the total AASA membership). An explanation of the sampling procedure and a detailed discussion of estimates of sampling error appear in the appendix.

The section headings in this report closely parallel the wording and order of the original questionnaire. Only the most interesting and revealing of the multitude of tables available from the computer printout of the data have been included here. The findings revealed by these tables are reported in as unbiased a fashion as possible, and with complete candor.

Paul B. Salmon
Executive Secretary
AASA

## Where Are Our Members?

AASA members are to be found everywhere throughout the United States and in many other countries as well. However, this survey was limited to those residing in the continental United States. Almost a quarter of the members are clustered in each of two regions—the Mideast and the Great Lakes region. New England, the Southeast, and the Plains regions each have from 9.5 to 12.9 percent of the membership, while the Southwest, Rocky Mountain, and Far West regions each are home for relatively small numbers (3-7.3 percent) of AASA members.

Data such as these, of course, are not especially significant in determining desired and needed programs and services of AASA, except insofar as they indicate that any organization of national and even international scope must adapt its program to a variety of geographic concerns and interests—and therefore, inevitably, will not always seem to be providing exactly what every member wants. But the opportunities for some regionalization of AASA programs and services through the drive-in conference, the circuit rides, and especially the emphasis on state administrator associations give a reasonably good chance that the organization will meet the geographically induced differences in its membership needs.

## Who Are Our Members?

Earlier statistics have again been confirmed by this study: superintendents constitute the largest block of membership in the association, though just barely. Only 50.1 percent of the members are superintendents. But taken together with assistant, associate, and deputy superintendents, as well as directors or supervisors of instruction, the total administrative membership of the association connected with the public schools is a resounding 69.7 percent. If we add the education association staff members (2.3 percent) and the secondary and elementary school principals and vice-principals (3.4 and 3.6 percent), nearly 80 percent of the total membership is made up of those connected directly with public schools. Interestingly, only a very small percentage of the membership—less than one-half of one percent—list themselves as elementary or secondary school teachers or junior college instructors. The rest of the members are mostly college and university presidents, deans, and professors, with a fairly large category of "other" (11.3 percent). There is some evidence from other statistical studies of the AASA membership that this "other" group is made up largely of those administrators whose specialized titles do not fit into the ones listed in the questionnaire, along with the exhibitors, architects, and others holding associate membership in the organization.

## Sex, Marital Status, Age, Education

AASA members are not necessarily male chauvinist pigs, but they are certainly male. Of those respondents identifying sex, over 97 percent listed themselves as male, the other 3 percent being, quite predictably, female. Although there was a small "no response" (3.1 percent) group, there was, most fortunately, no "undecided" category!

The marital status of the membership is, again quite predictably, "married" (94 percent). The single group numbered only 3.5 percent, and the widowed, divorced, or separated, less than 2 percent. The innocent but decidedly enthusiastic ogling that goes on on the boardwalk at the convention is evidently being done by members whose marital status is already established.

There is no surprise in the data about age of the respondents. Fewer than one percent of the members list their ages at less than 30, and only 5.2 percent at over 65. The group is comfortably—or perhaps in many cases, uncomfortably—middle-aged, with approximately 10 percent in the 35 to 39 bracket, 18 percent 40-44, 21 percent 45-49, 16 percent 50-54, 14 percent 55-59, and 11 percent 60-64.

Unless one is gleefully calculating his own anticipated early retirement, age statistics in themselves are not very interesting. But when coupled with other factors about a group of which one is a member, they become more significant. For example, the AASA membership survey responses indicated that while the master's degree was the highest degree held by almost exactly half of the total group of respondents, those holding only the bachelor's degree as the highest earned degree (less than 2 percent of the total) were not just the older administrators who had come into the profession when the requirements were not so high. Rather, 42 percent of the persons with a baccalaureate degree as the highest degree were in the 35 to 45 age range, and the other large group of baccalaureate holders (32 percent) were in their fifties. But at the other end of the academic scale, it was very evident that the younger administrators were better prepared academically than their older counterparts. The largest group of respondents holding a doctor-

ate (approximately 44 percent) were in their forties, with the next largest (25 percent) in their fifties. It is evident that although the master's degree is the most common highest degree for administrators, younger men predominate in the one-third of the total group who hold earned doctorates.

Salaries were reported by position, though not by age. Salaries, obviously, are fairly directly proportional to position in the administrative hierarchy, with superintendents being paid more than assistant, associate, or deputy superintendents, who in turn are better paid than directors or supervisors. Since superintendents constitute by far the largest proportion of the respondents, it is especially interesting to note that their salaries continue to increase, as shown by the series of AASA studies over the years.

In the current study more than a third of the superintendents reported salaries in the $15,000 to $19,999 range, and nearly a third in the $20,000 to $24,999 range, with about 12 percent on either side of these largest groups (11.4 percent in the $10,000 to $14,999 range, 13.3 percent in the $25,000 to $29,999 range). In general, the extremes of less than $10,000, and more than $30,000 but less than $34,999, accounted for almost 9 percent, with a very lucky few (1.4 percent) in the $35,000 to $39,999 range and only .3 percent in the $40,000-plus category. In light of these salaries, it may be somewhat difficult to interpret later figures that indicate that a good many AASA members feel the present dues structure of the association is about right and that a few even believe it is now excessive!

## Place of Employment

Respondents were asked to indicate the general nature of the community in which they work—urban, suburban, or rural/small town. About one-fourth designated their schools as urban, nearly a third as suburban, and the balance (43 percent) as rural or small town. When this location designation—which means very little in itself—is matched with the respondents' perceptions of AASA programs and services, it is interesting to note that although in each location group about the same percentages perceived the AASA as improving somewhat (between 43 and 47 percent) and about the same percentages saw the program as remaining about the same (from 22.4 to 25.6 percent), there was a bit more variation by location in the extreme responses reported. Those who saw AASA programs and services as improving greatly range from nearly 20 percent of the urban administrators down to 13.9 percent of the suburban and 15.7 percent of the rural and small-town administrators. Six percent of the suburban respondents, but only 4 percent of the urban and 3 percent of the rural or small-town respondents saw the programs and services as deteriorating greatly.

Even more interesting, however, was the large percentage in all three groups who held no opinion about the AASA programs and services at all. Ten percent of the urban, nearly 8 percent of the suburban, and nearly 9 percent of the rural and small-town respondents had not formulated or did not care to express, even anonymously, any opinion about the services and programs offered by their major professional association.

## Membership in Other Associations

AASA members reported considerable strength of membership in a variety of other educational organizations. Perhaps most significant is the report of dual membership in AASA and NEA, given the tensions that currently exist between the two organizations. In connection with reporting membership in other groups respondents were listed by number of years of membership in AASA, and it was interesting to note that not one of the columns listing AASA membership in five-year spans (less than five years, five to nine years, and so forth) showed concurrent NEA membership at less than 52.7 percent—the figure for those with less than five years in AASA. Among those who had been in AASA for 15 to 19 years, the NEA membership percentage was 63.0; for those in AASA 20 to 24 years, 65.3; and for those in AASA 25 to 29 years, a resounding 84.8 percent, dropping back to 72.5 percent for those with 30 or more years of AASA membership. At least as expressed in overt membership statistics, the disenchantment of AASA members with NEA is not nearly as complete as some had thought, but is markedly greater among those who have fewer years of AASA membership and are presumably the younger administrators.

Membership in state education associations, likewise profoundly affected in some states by the disinclination of the administrators and the teachers to belong to the same group, nevertheless has held up rather remarkably well. Again, the figures range from 52.0 percent for those with less than five years of AASA membership up to 69.6 percent for those with 25 to 29 years of AASA membership. A total of 56.7 percent of all respondents were still members of their state education association at the time the survey was completed. The events of the past few months may have sharply reduced the incidence of administrative membership in state education associations, but it nevertheless seems reasonable to assume that this relationship cannot be written off as a lost cause. Much the same is true of local education association membership, which again ranges from 39.2 percent up to 52.2 percent, depending on the age group, with a total of nearly 46 percent of the respondents still affiliated with their local education association.

Other data, available from the complete table, shows a commendable range and spread of AASA membership in other subject matter and professional associations. It is particularly interesting to note that only approximately 3 percent of the total number of respondents indicated membership in the American Federation of Teachers. One of the strongest bastions of concurrent membership continues to be the Association of School Business Officials, in which more than 10 percent of the respondents showed current enrollment.

Solid evidence of the concern AASA members have for their own state

administrator associations is evident in the high percentage reporting membership in these groups (a total of 75 percent of the respondents, ranging from 68.7 percent of those with less than 5 years of AASA membership up to a high of 83.2 percent of those with 15 to 18 years of AASA membership).

Reading these same tables another way, and looking only at the number of respondents in terms of their years of membership in AASA, it seems significant to note that a majority of AASA members seem to be, relatively speaking, newcomers to the organization: over 25 percent have been members for less than 5 years, 25 percent for 5 to 9 years, and 20 percent for 10 to 14 years. Thus more than 70 percent of AASA members have been in the organization fewer than 15 years, suggesting that the group is still, on the average, a relatively young and possibly vital membership group.

## Eligibility for Active AASA Membership

On the questions about whether or not active membership should be open only to persons completing a two-year graduate program in an accredited institution, and whether other alternative routes to active membership should exist, the response was quite mixed. Since the response of the superintendents was almost exactly the same as that of the total respondent group, their answers might be examined as representative. Nearly 54 percent of the superintendents thought that the present requirement should continue, 26 percent thought it should not, and 41 percent thought there should be alternate routes to active membership. Disappointingly, nearly 20 percent were simply undecided about whether the present membership requirements were sound or not. Quite understandably, those below the rank of superintendent (or assistant, associate, or deputy superintendent, all of whom were in substantial agreement with the superintendent response), such as directors or supervisors, college or university professors, education association staff members, principals, teachers, and others, all indicated even greater belief that there should be other alternative routes to active membership, probably revealing that many persons in these groups did not aspire to the completion of a two-year graduate program in an accredited institution for their own needs in their own assignments. If any generalized conclusion can be reached, it would be that the responses, although favoring the basic present qualifications, left ample room for exploration of other routes to active AASA membership in addition to the stringent two-year graduate program requirement.

## Perception of AASA Emphases

The questionnaire asked for opinions about the general emphasis of AASA on welfare activities such as insurance programs and tax-sheltered annuities. Responses were keyed to position of respondent and to place of employment. Approximately three-fourths of all respondents indicated the present emphasis was "about right," while only 17.6 percent felt there was "not enough" emphasis. Among superintendents and assistant, associate, and deputy superintendents, there was a slightly greater feeling of insufficient emphasis (19-22 percent). Approximately 7 percent felt there was "too much" emphasis on welfare activities, the responses here being distributed pretty generally across the board with respect to position held. Very interestingly, when these responses are broken down by place of employment, even though the three-fourths endorsement of present activities as "about right" held in all locations, the suburban and rural superintendents felt that there was not enough emphasis (19.2 percent and 16.8 percent) very slightly more than did the urban superintendents (16.5 percent). While these differences are not large or operationally significant, one might have suspected that the urban superintendent, faced with perhaps more staggering personal and professional problems than his counterparts elsewhere, would have led the call for more emphasis on welfare activities. It was again the suburban and rural/small-town respondents who felt slightly more strongly than did the urban respondents that there was too much emphasis, though the responses in these groups range from 8.5 percent down to 5.4 percent, with an average of 7.2 percent believing that AASA was spending too much time and effort on welfare programs for its members.

| Frequency of attendance | Membership | | | | | |
|---|---|---|---|---|---|---|
| | Superintendents | | All others | | Total | |
| | No. | % | No. | % | No. | % |
| Always or nearly always | 325 | 43 % | 274 | 36 % | 599 | 39 % |
| Often | 181 | 24 | 185 | 24 | 366 | 24 |
| Seldom | 126 | 16 | 186 | 24 | 312 | 20 |
| Never | 127 | 17 | 109 | 14 | 236 | 15 |
| No response | 5 | 0.6 | 7 | 0.9 | 12 | 0.8 |
| Total | 764 | 100.6% | 761 | 98.9% | 1525 | 98.8% |

The frequency of attendance at the convention was reported for only two categories: superintendents and all others. The "always or nearly always" responses were a little higher for superintendents (42.8 percent) than for the "others" (36.3 percent), but in the "often" category there was a slight reversal (about 24 percent of the superintendents, 24.5 percent of the "others"). About 16.5 percent of the superintendents indicated they "seldom" or "never" attend the convention; the corresponding figures for "others" are 24.7 and 14.5 percent. Combining the two more negative categories, about a third of the superintendents reported that they seldom or never attend the convention, compared to about 40 percent of the "others."

With 63.7 percent of the respondent indicating that they attend the convention often to always, credence must be given to the first-hand basis on which subsequent questions about the convention were answered, though we can assume nothing about the accuracy or candor of these answers.

If it is true that over 60 percent of AASA members get to the convention somewhere between often and always, and if their reports of the value of what is found there are reasonably accurate, it is interesting to speculate why many of them keep coming back. Sixty percent of those who attend report that the general sessions are of some value (as contrasted with 31 percent who cite "great value" and 9 percent "little or no value"), although casual observances at the convention would lead one to question whether there was enough attendance at many of the general sessions to elicit this kind of response. The discussion groups were reported by 53 percent as having great value and by 43 percent as having some value, with less than 4 percent reporting little or no value.

Exhibits eked out the "opportunity for informal visits with friends" as the major attraction, rating a 70.9 percent "great value" judgment as against 70.8 percent of the visiting. The exhibits and the visits also balanced out approximately one-tenth of a percentage point apart on the "of some value" rating, at 26.4 percent and 26.5 percent. The closed circuit TV did not do as well, with only 25.6 percent reporting it of great value and 52.1 percent of some value. A rather surprising number—nearly a quarter of the respondents—saw little or no value in this convention activity. Perhaps these were the people who to the tune of 70.8 percent were indulging in informal visits with friends, or perhaps they were among those who were assigned a sleeping room without a television set or a vintage model with poor reception.

Most challenging to the analyst is the response to the activity labelled "other"; 64.8 percent see it as of great value, 16.7 percent as of some value, and 18.5 percent as of little or no value —whatever "other" is!

## Time and Location of Convention

One of the persistent complaints about AASA is that the national convention is held in the wrong place at the wrong time. Get half a dozen AASA members together anywhere and at any time, and the conversation will inevitably turn to how far it is to Atlantic City, how poor the hotel accommodations are, and how lousy the weather is.

Yet when the responses to the question about the time and location of the annual national convention are examined, although the results on location are fairly clear, the results on time are not clear at all. Approximately 77 percent of the respondents felt that the convention should at least occasionally be held in some place other than Atlantic City, the likelihood of such a response being somewhat proportional to the distance of the respondent's home from Atlantic City. One hundred and three respondents from the Southwest believed the convention should be moved, while only three of their Southwestern colleagues felt it should be left in Atlantic City.

Although 46.1 percent of the total thought that the convention should not be held in February (with 34 percent in favor of that month, and nearly 20 percent undecided), there was almost no agreement on what month would be better. As a matter of fact, when all the possible months were listed, February was still preferred two and a half times to one over any other single month, even though a great number of people (two-thirds of the total) had said that they didn't like February conventions or weren't decided as to when they should be. Perhaps it was just force of habit that caused a total of one-third of the respondents to suggest February. Only 13 percent of the respondents preferred April, which was the next most popular month; the rest of the preferences were scattered more or less at random through the year.

## Participation in Convention

One question asked in the AASA membership survey was, "Should attendance at the convention be limited to AASA members only?" Assuming, as is reasonable, that the question was both asked and answered in a friendly and fraternal spirit of professional cooperation, it is not surprising that the members responding held honestly divergent views, split quite evenly down the middle. A little over 41 percent of the superintendents and 39 percent of the total group of respondents thought that attendance should be so limited, while 46 percent of the superintendents and nearly 49 percent of the total respondents felt that it should not. The 10 or 11 percent who were undecided did not significantly change the results, if we may assume that each of those who did not answer categorically might be swayed one way or the other. All in all, a slight majority felt that a members-only limitation would be unwise, and it might be conjectured that even those who desired the limitation on attendance were certainly not opposed to participation of other persons, but shared the common organizational concern that the convention is simply getting too big for available facilities. Perhaps a substantial segment of the organization really wants to keep it a members-only group, but it seems more reasonable to suggest that the location and format of the convention would be a more determining factor for or against limitations than would any strongly held sentiment for exclusiveness on the part of the AASA membership.

The topics covered so far in this report have been largely factual in nature, with subjective judgment or opinion playing only a relatively minor part in the responses. The balance of the questions about AASA programs and services are of a somewhat different nature. In most of these, the respondents were asked to give avowedly personal and therefore highly subjective opinions about the quality and significance of certain AASA programs, activities, and services. It is not surprising, therefore, that the opinions from this point on tend to be somewhat more sharply divergent. Moreover, in analyzing such matters of opinion, any interpretation must also be less factual and more conjectural.

With respect to AASA publications, for example, the raw data indicate that in general the respondents felt that they were either excellent or satisfactory, with none of the criteria upon which the respondents judged the publications receiving a very significant rating in the "poor" column. The highest percentage of poor ratings (6.4 percent) was given to "depth of coverage," but 72.5 percent rated the depth satisfactory and 21.1 percent excellent. Scope of coverage, which likewise got a relatively significant "poor" rating of 4.5 percent and an "excellent" rating of only 17.9 percent, was still considered by 77.5 percent of the respondents to be satisfactory. The highest "excellent" rating was given to the criterion of "timeliness" (44.2 percent), which may be a significant indication that the frequency of AASA publications, in their variety of forms, is much appreciated by the membership.

All in all, it would appear the AASA publications could be expanded in both depth and scope of coverage, but this would obviously be done only at the risk of producing equally valid complaints that the material was too voluminous to be read by a busy administrator. Sometimes you can't win for losing!

**AASA Publications as Perceived by Members**

| Area | Excellent | | Satisfactory | | Poor | |
|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % |
| Objectivity | 546 | 37 | 917 | 62 | 29 | 2 |
| Subjects covered | 459 | 31 | 982 | 65 | 54 | 4 |
| Timeliness | 659 | 44 | 797 | 54 | 34 | 2 |
| Depth of coverage | 313 | 21 | 1073 | 73 | 94 | 6 |
| Scope of coverage | 263 | 18 | 1139 | 78 | 67 | 5 |
| Length | 326 | 22 | 1129 | 76 | 27 | 2 |
| Readability | 496 | 33 | 959 | 65 | 32 | 2 |
| Format | 426 | 29 | 998 | 67 | 56 | 4 |
| Typeface | 427 | 29 | 1021 | 69 | 27 | 2 |

## Readership of NEA Research Bulletin

Since the NEA Research Bulletin comes to AASA members as part of the regular membership services purchased by their dues, it may be of some significance that fewer than one-third of the respondents indicated that they nearly always read it, with a few more than half indicating that they usually read it, and only 12.3 percent and 2.3 percent respectively indicating that they read it only occasionally or almost never Perhaps some skepticism is warranted here. Other studies such as the National Assessment Program which have asked respondents to say whether or not they do something that is considered intrinsically good—in this case, read the Research Bulletin—have discovered that respondents often, even when assured of anonymity, tend to put down responses that do not reflect adversely on their own self-image. It is quite conceivable, therefore, that even if 55.8 percent indicated that they usually read the Bulletin, they may have been drawing a picture of what they would like to do rather than what they actually get accomplished.



## National Academy for School Executives

A series of questions attempted to elicit responses indicating *understanding of* and *attitude toward* NASE, as well as degree of participation and reasons for nonparticipation. More than 90 percent of the superintendents (and even a slightly higher percentage of total respondents) indicated that they were aware of the existence of the National Academy, and a like percentage (89.9 percent) indicated that the programs were of interest to them. But participation in the Academy was quite another thing. Only 6.4 percent of the superintendents (exactly matching the total response group) indicated that they had actually participated in one or more Academy sessions, leaving nearly 94 percent who had not.

Considering the high degree of awareness of the Academy and interest in its programs, this very small percentage of participation would seem to indicate that there must be significant forces keeping a vast majority of the membership from getting directly involved. Approximately 33 percent of the nonparticipating superintendents (compared with 38.2 percent of the total number of nonparticipating respondents) indicated that the cost of the program precluded their participation; 43.5 percent (compared with 38.8 percent of the total respondents) indicated that the time away from their regular job was the prohibiting factor; but the remaining 23 percent of both nonparticipating superintendents and the total nonpar-

ticipating group indicated that participation costs and time away from the job were not major problems. Perhaps there needs to be not only an analysis of ways of encouraging greater willingness on the part of boards of education or other employers to allow both the subsidy of costs and release of time necessary to secure greater participation, but also an analysis of what factors could be preventing participation by the large group of respondents for whom neither expense nor time is the problem. With nearly 90 percent of the respondents indicating interest in the program, there would seem to be some very fundamental reasons why a quarter of those who do not attend do not give any reason for their not becoming active participants in the NASE program.

One brief question asked only whether the respondent knew that the AASA Ethics Committee had rendered several significant decisions. The response was almost evenly divided: 49.1 percent said yes and 50.9 percent said no. Obviously, although the Ethics Committee may do extremely fine work in extremely touchy situations, its impact on the total membership remains limited. This, however, does not indicate at all that such work may not serve a fundamental but very specialized need in meeting and solving some of the professional crises that affect the total profession in ways that can never be very well publicized but may have profound effects on the professional welfare of those who do not even know that ethics cases are being considered.

## International Education

Perhaps the same comments could be made about the rather limited affirmative response to the question about AASA involvement in international education. Only 22.5 percent of the respondents thought that AASA should have a high degree of involvement; 60.6 percent said only a limited involvement; a comparatively small 16.9 percent favored no such involvement. However, the interpretation of these data does not necessarily argue that AASA's concern with international education should be curtailed. It may be assumed that only those who have had reason to become directly involved in a specific program, such as the School-to-School program, would have any real basis for making a judgment other than an honest but generally uniformed feeling that this really isn't much of AASA's concern. That is, it is quite possible that nearly two-thirds of the membership think that AASA's involvement in international education should be of a limited nature, but it is also possible that there should be even better publicizing of the avenues available for schools through AASA to play a significant part in building better international understanding. It would be possible to use these data to suggest cutting back the program; it would be equally possible to use the same data to suggest that a limited trial be made of giving an extra push to this program, to see whether the membership's attitudes would change as membership involvement increased.

## Regional Legislative Conferences

The fact that the membership may simply not be very well aware of some of AASA's actviities is further illustrated by the question about the Regional Legislative Conferences. Since exactly one-third of the respondents said they had not heard of these conferences, it is not surprising that only 38.2 percent felt that the conferences should be held in the same number as last year and 25.2 percent suggested that they be expanded in number. Only 3.5 percent suggested that they should be discontinued, but even this answer may well indicate that a great many people simply have no way of knowing at firsthand what the nature, significance, and potential of these conferences might be. Again, these results may suggest that the nature and purpose of these conferences should be made more explicit, that they should be continued (as the largest majority of the respondents suggested), and that specific programmatic judgments about their values should be made only after more widespread involvement in them has been secured.

The two preceding topics might be considered subparts of this one, for they also were selected AASA activities about which responses were solicited from a general membership that may or may not have been even aware that these activities were going on. For example, the High Horizons Conference was rated of great value by only 2.3 percent of the respondents, of some value by 8.8 percent, and of little value by 7.7 percent. But these figures seem totally insignificant when we note that nearly 40 percent of the respondents were unaware of the activity and 43 percent had no opinion—which is not at all to say that they did not value the activity, but simply that they did not know what it was about. The high percentage of "no opinion" on many of the specific activities listed in this question, coupled with the "unawares," make it quite evident that only persons who had had some reason to get directly involved with these activities (and remember, they are invitational meetings) had a real basis for rating them on the three-point scale—great value, some value, little or no value.

The special activities listed in this question included the architectural exhibits at the convention, the Annual Conference of State Presidents, Seminars for Professors of School Administration, the National Pupil Transportation Conference, National Science Seminars, the the Big Six Legislative Conference, the High Horizons Conference, the Cooperative Conference with City Managers, and the Annual Conference of Executive Secretaries of State Associations of School Administrators. The only one of these to get a high rating of either "great" or "some" value was the architectural exhibit, which, because it is seen by nearly everyone who attends the convention, rated approximately 80 percent favorable votes. But the Annual Conference of State Presidents, for example, which certainly would not be attended by more than a few persons from a given state over any period of time, was rated "great" by only 12.5 percent of the respondents, and "of some value" by 26.2 percent. Perhaps it could not be rated any other way, since so few of the respondents had any real knowledge of the conference except as its value might filter down to the state association in a way which the membership could identify. That is, there might be a tremendous value felt by the participants, but most members would not have any way of knowing that that value to their own state association came through the attendance of their state president at the annual

conference.

Much the same might be said of several of the other items on this list. Since these are all specialized activities, with the exception of the architectural exhibit at the convention, it should not be surprising that many people are unaware of them or hold no opinion about them. This does not mean at all that they should be either continued or abandoned; it simply means that their value needs to be assessed in terms of those who can have a legitimate basis to form an opinion.

## Regional Outreaches: Drive-Ins, Circuit Rides, and Speakers

One series of questions addressed itself to certain kinds of activities that attempt to bring the program and persons of the AASA headquarters out more directly into the various states, regions, and localities.

Over 70 percent of the respondents indicated that they had never attended a drive-in conference (71.7 percent, to be precise), leaving 27.3 percent who had attended. It is impossible to say just what happened to the one percent who were not sure whether they had ever attended a drive-in conference or not! Although these conferences operate on a very limited budget with much local and regional planning time generously donated by local AASA members and all of the speaking talent secured on a gratuitous basis, the very modest expense in money and relatively modest expense in staff time have been thoughtfully questioned for a number of years on the grounds that so few people are reached. The response on this latest questionnaire might tend to confirm that the conferences are not really a very productive activity. Once again, however, any reasonable interpretation would have to take into account the nature of the 25 or 30 percent of the membership that *is* reached, and the question of whether or not this might be

one of the few ways in which that group ever has direct contact with AASA-sponsored programs. There is considerable reason to believe that the people who attend the drive-in conferences are not those who would normally be able to get to the NASE seminars or the other major specialized conferences, much less the annual convention.

When we observe that of those who have attended a drive-in conference, nearly a third see great value in them and nearly one-half some value, while only 2.5 percent see little or no value and 17.9 percent hold no opinion, it would appear that these conferences are as reasonably successful as one could expect this kind of conference to be. That is not to say that they are as good as they should be, or that they might not be replaced by something else; but at the moment, on the basis of the data available, they have the endorsement of those who are reached to a degree that would suggest not only that they be continued but that any necessary improvement be made in the numbers reached and the quality of the program offered.

Another form of organizational outreach evaluated by the respondents was the AASA circuit rides, which attempt to reach an even smaller local group than is served through drive-in conferences. No indication was given of how many of the respondents had been directly involved in the circuit rides, but more than 43 percent thought them highly desirable and nearly 38 percent desirable, with a miniscule 1.8 percent thinking they should be discontinued but a rather substantial 17 percent holding no opinion. As with the other specialized activities, these results do not constitute an unqualified endorsement, but they do indicate that circuit rides are perceived by a reasonably substantial number of the membership responding as a significant AASA service—again, no argument for their continuance in their present format and no argument whatsoever for keeping them at the level and quality they now are. Sound argument, however, for making them as significant a part of the improved AASA membership service program as possible.

The final query in this group of items concerned the provision of AASA staff members as speakers at school administrators conferences. Less than one-half of one percent felt that this service should be discontinued, only 5.5 percent held no opinion, and a rather impressive 94.1 percent thought this a "highly desirable" or "desirable" practice. Apparently the AASA staff, despite its well deserved reputation for extreme peripateticism, has not come anywhere near wearing out its welcome in the field.

## Multidistrict Approaches to Program Development

The resounding 80 percent who replied that "cooperative multidistrict (regional) approaches to program development" was a movement to be encouraged could indicate that this is an extremely popular AASA program. Actually, the services rendered by AASA in this area are very limited and perhaps should be increased. The fact that many school districts are too small and must band together in some regional services seemed evident to the respondents.

## Adequacy of AASA Resolutions

To the question about the conservativeness or soundness or liberality of AASA resolutions, the responses were quite broadly spread. Nearly 15 percent found the resolutions too conservative, about 54 percent found them generally sound, a suspicious 4 percent found them too liberal, and a very candid 28 percent had no opinion—quite possibly signifying that they had never read the resolutions or perhaps that they simply found them unpalatable or otherwise lacking in significant interest.

The responses to this question, however, do not really come across very clearly until we turn to a much later question in the survey document, one which asked for the respondents' attitudes toward AASA's posture on the following controversial issues:

1. Governmental computer data banks on citizens
2. Impacted aid
3. Educational vouchers
4. Family life and sex education
5. Performance contracts
6. State aid to private and parochial schools
7. Federal aid to private and parochial schools
8. Drug education programs
9. Equality of opportunity for women in education
10. Teacher tenure
11. Community control in large cities
12. Differentiated staffing
13. Guidance in elementary schools
14. Year-round school concept
15. Academic freedom
16. Cabinet post for education
17. Environmental education
18. Cultural diversity in instruction materials
19. Bilingual education
20. Occupational education for all
21. Youth involvement and participation in decision making.

On a few of the more complex or controversial items there were "no opinion" rankings ranging from one percent on drug education up to 20 percent on community control and 22 percent on centralized computer data banks on citizens. In general the attitude of AASA members ranged unevenly but broadly across the whole spectrum from "strongly favor" to "strongly oppose." But the really interesting finding is that on almost every item which has been the subject of an AASA resolution within the past two or three years, the "strongly favor" and "favor" vote and the "oppose" and "strongly oppose" vote, when taken together to indicate a *for* or *against* position, match exactly the position of the AASA Resolutions Committee. To take only a few examples, AASA has favored such things as drug education programs, family life and sex education, impact aid, equality of opportunity for women, and differentiated staffing; has opposed or questioned educational vouchers and state and federal aid to parochial schools; and has taken somewhat yes-and-no positions on such matters as performance contracts and teacher tenure. Almost without exception—possibly without any exception—the general attitude of the respondents clearly parallels the positions taken by their own Resolutions Committee. It is not surprising, then, that even though the adequacy of AASA resolutions elicited some negative feelings or no feelings at all, more than half of the respondents felt that AASA resolutions were generally sound in reflecting the attitude of AASA members.

## AASA and Collective Negotiations

The questionnaire now takes us back to two more areas of specialized AASA services. The first of these is collective negotiations. Unfortunately the breakdown of responses does not give any indication of the location of the respondents, so there is no way of knowing whether the feelings expressed were primarily those of urban, suburban, or small town and rural superintendents. A total of 60 percent of the respondents felt that AASA should place a "much higher" (26.1 percent) or "higher" (33.5 percent) emphasis on helping its members with problems related to collective negotiations. More than a third of the respondents felt that the present emphasis was adequate, and only 3.5 percent felt that there should be less emphasis.

## Educational Research Service

The second of the service areas about which membership attitude was solicited was the AASA-NEA Research Service. Among those who claim to be subscribers (less than a quarter of the total of those who responded to this question), only about a third said that they did use the ERS information survey. Of those, nearly two-thirds thought it should be continued, only 12 percent thought it questionable, and there was virtually no sentiment for its discontinuance, but nearly 25 percent held no opinion as to its value.

It would appear that the Educational Research Service is both appreciated and used, but since the usage represents so relatively small a percentage of the potential and since even a quarter of those who do use it have not formulated an opinion as to its value, there is ample evidence also that the format and distribution of this service might well be the subject of some fairly searching analysis.

## Busing

Three interrelated questions were posed about the use of busing for certain purposes and under certain circumstances. The first asked whether the respondents favored or opposed the use of busing to achieve in each school of a district a racial balance that reflects the racial composition of the entire school system. The response of the superintendents matched quite well the response of the total group, with only one percent either favoring strongly or tending to favor such busing, and with 81 percent opposing or strongly opposing. Approximately 5 percent were undecided.

On the second related question, the use of some busing within a district to achieve integration of schools, the response was not nearly so lopsided. Among the superintendents, 35.6 percent strongly favored or tended to favor this proposal (as compared with 42.4 percent of the total respondent group), while 59.0 percent tended to oppose or strongly opposed it (as compared with 53 percent of the total respondent group). Again, approximately 5 percent were undecided.

On the third related question, that of busing students across school district boundaries to achieve integration of schools, the respondents were even more in opposition. Only 10 percent of the superintendents (compared with 14.8 percent of the total respondent group) strongly favored or tended to favor across-boundary busing; a resounding 86.1 percent (81.6 percent of the total respondent group) were opposed or strongly opposed. Another 3.5 to 4 percent were still undecided.

These data showed strong tendencies toward divided opinion among administrators, but such differences are not really very significant, except on the face of things. It is possible that some persons hold the views they do because of misinformation, even in some instances because of strong bias one way or the other. But aggregate data do very little to reveal the basic educational, social, and philosophical reasons that may underlie a specific administrator's holding of one view or another. **From the standpoint of organizational service and organizational practice, about the only conclusion that can be reached is that any multipurpose, broad membership, open-minded organization serving a diverse clientele in a pluralistic society is simply not going to have complete agreement on the most fundamental issues that affect American education.**

## Strengthening State Associations

A special question was addressed to the AASA membership regarding the emphasis that was recently placed on using the resources, both financial and personal, of the national organization to strengthen state administrator associations. Three choices were offered for each of several activities: high priority, medium priority, and low priority. If we combine the high and medium priority responses, which were not broken down by position or geographic region, it becomes evident that strengthening state associations is strongly endorsed as long as it doesn't cost money in terms of direct subsidy. That is, advisory assistance from the AASA staff, use of AASA staff and officers in state programs, AASA preparation of evaluation instruments for state associations, and AASA sponsorship of regional conferences to train state administrator association officers were all rated as "high priority" activities by from 49 to 62 percent of the respondents. Combined with the "medium priority" given to the same four items this meant in every case from 90 to 95 percent endorsement by the respondents. In sharp contrast, fiscal subsidizing of state associations by AASA was given a low priority by nearly half (47.7 percent) of the respondents, a medium priority by a little over a third, and a high priority by less than 16 percent.

It would appear the direct money grant to strengthen the state association is not yet accepted by the AASA membership as a high priority mode of operation; but the very strong endorsement given to all the other activities listed in this question suggests a very general favoring of AASA involvement in strengthening state associations. Perhaps those superintendents who have gradually become convinced that money from national *government* can legitimately be used to strengthen the educational programs of state education systems can also be convinced that money from the national *organization* can legitimately be used to strengthen professional administrative organizations at the state level. It may take a long-range, comprehensive educational program to bring about this change of attitude.

## AASA Dues Structure

Most of those replying to the question about dues thought the present dues structure was "about right" (78 percent of the superintendents and 81 percent of all others). A relatively small number thought the dues structure was too low (18.9 percent of the superintendents and 14.4 percent of all others); only 4 percent believed it was too high. As for an increase in dues, half of the superintendents indicated they would "probably support" such an increase (50.4 percent, as compared with 48.0 percent of all others responding), and more than a quarter (27.1 percent of superintendents; 24.1 percent of all others) would definitely support such an increase in dues. Only about 18 or 20 percent felt that they would "probably" not support and only 5 or 6 percent felt that they would "definitely" not support an increase in dues.

The contrast is not so much between these two sets of responses, superintendents and "others," as between the responses and what actually happened when an increased dues structure was proposed to the membership in a referendum in the spring of 1971. This referendum lost by a handful of votes, but it lost. Regardless of the survey's finding that the dues structure *could* be increased, and that many members felt it *ought* to be increased, when it came to voting for the actual increase, the relatively small percentage of members who bothered to cast a ballot allowed the referendum to go down in a close but nevertheless ignominious defeat. It is easier to talk about raising dues than to pay the price.

## AASA Posture on Educational Issues

One question asked whether the members surveyed felt that AASA had been sufficiently active in speaking out on educational issues. This, obviously, is related to the earlier question about AASA posture on controversial issues. The responses indicated a feeling that AASA should speak out more often (57.6 percent), with only 1.4 percent suggesting it should speak out less often and 3.1 percent holding no recordable opinion. Nevertheless, more than a third (37.9 percent) felt that AASA should continue its present policy (presumably that of speaking out through the Resolutions Committee and in other very traditional ways, along generally liberal or progressive lines). To put it another way, the present policy (if the previous questions in the survey addressed to this same issue are taken into account) is conceived as one that is basically forward-looking but not radical. Therefore, the more than one-third of the membership who felt that the present policy should be continued, coupled with the more than 50 percent who felt that AASA should speak out more often, indicate that the AASA should continue and increase its forward-looking and often outspoken position. The very small number who felt that the AASA was too far out or too outspoken would indicate very little membership sentiment for any less vocal posture (if a posture can be vocal).

## AASA Annual Business Meeting

Asked whether the annual business meeting is a successful way of conducting association business, a rather surprising 43 percent said that they just didn't know—which would tend to confirm the belief that only the devoted, those with last-minute guilt feelings about not having done a very good job of attending convention sessions, and a few people who wander in casually believing it to be another general session attend the final business meeting anyway. More seriously, it has long been noted that the number attending the business meeting in comparison to the number attending the total convention—which in turn is only a fraction of the total AASA membership—is almost ridiculously small.

Therefore, it is not surprising that with the 43 percent who didn't know and another third who replied negatively, we are left with less than one-quarter of those responding who felt that the annual business meeting was an effective mechanism for conducting the business of the association. Interpretation of this response is quite clear: the annual business meeting as we now know it is a lost cause, and some suitable replacement must be found.

**Member Influence on AASA**

The last question was a most difficult and provocative one: "How do you feel about the opportunity you have to shape or influence AASA decisions or policy positions?" Quite predictably, since four possible answers were provided, no one of them gained overwhelming acceptance. The percentages were almost exactly the same for superintendents as for all other respondents.

Nearly 30 percent of those responding felt that they were satisfied with the present arrangement. About a third, however, felt that there should be more opportunities provided for individual involvement. Another third felt that the state associations of school administrators should be accorded a much more significant role in AASA decisions and policy positions. The final suggestion, that most decisions be left to the elected officials, was not at all enthusiastically received. Only 6 or 7 percent felt that the elected officials should really run the show.

Although perhaps slightly fewer than a third of the members are now satisfied, at least two-thirds think either the state or the individual (and quite possibly, if this had not been a forced choice question, they would have answered both options affirmatively) should have greater voice in AASA policy and government. Many suggestions for achieving this goal through organizational restructuring, more regionalization of some of the activities, and greater use of referendum techniques could be made.

## Summary and Conclusion

Any group of persons so doggedly independent and so determinedly self-assured as school administrators are known to be could not be expected to agree on the organization, purpose, activities or services of their professional association. The disagreements found in the responses to this questionnaire are to be both expected and welcomed. There was some use of the "no response" or "don't know" columns, but over all very little. Administrators hold firm positions and are not afraid to express them. This is good for AASA and hard on organizational officers and staff. But we of the profession of school administration would have it no other way. We want our organization to have stability and backbone, but we expect it also to have infinite capacity for change—even painful change that upsets our cherished beliefs and traditions.

Therefore, we will want to take the results of this brief study, analyze them for ourselves, and decide what is significant—not just statistically significant, as we may presume these figures to be, but ideally and operationally significant.

Surveys such as the present one are helpful in directing organizational attention to activities which are considered by association members to have priority status. But caution needs to be exercised in interpreting the concept of "priority" so that it is not limited solely to those activities which appear to offer the greatest good to the greatest numbers.

Some association activities, perhaps directly affecting at the moment a relatively small number of members and eliciting only a limited positive response on a membership survey, are nevertheless appropriate organizational priorities because of the potential *breadth of influence* they may have on American education. Others may have limited initial appeal or response, but give promise of significant *long-range impact*. Still others, of perhaps less immediately discernible importance, serve to provide marked *organizational visibility*. And finally, some activities, in themselves possibly of less intrinsic value, deserve priority seemingly out of proportion to their worth because they provide *leverage* for the accomplishment of other significant association goals.

Thus, each activity derives its place in the order of organizational priority not alone because of its immediate perceived importance, but also because of its potential for breadth of influence, its long-range impact, its visibility, and the leverage it may provide.

What changes do we want? How important are these changes to us? How do we want to go about making them? Are we ourselves willing to change our positions and even our place in the organizational structure if that is best for the profession of school administration? As we answer these questions fearlessly and candidly, putting the good of the profession above our own self-centered interests, we can strengthen ourselves within the profession, we can strengthen our professional organization, and we can strengthen education everywhere.

Appendix

## Sample Selection and Response

The questionnaire employed in this survey was mailed in January 1971 to a systematic sample of 2,177 AASA members. The sample was obtained by selecting one out of every eight AASA members from the total AASA membership list. In March 1971 a follow-up questionnaire was mailed to all members who had not responded to the first mailing. The final response was as follows:

| | |
|---|---|
| Sample size | 2,177 |
| Nonrespondents | 609 |
| Respondents | 1,568 |
| Percentage of usable responses | 72.0% |

## Estimates of Sampling Variation

The percentages and means contained in this report are statistics obtained from a statistically valid sample of AASA members in the United States. Like all sample data, these statistics are subject to sampling variation. It is important that this variation be considered whenever inferences about the population are based upon (a) a single statistic and (b) the difference between two statistics, i.e., two means or two percentages.

This technical note presents tables designed to assist the reader in estimating the amount of sampling variation associated with population inferences made from the sample percentages contained in this report and describes procedures for using the tables in establishing confidence intervals for population percentages.

## Confidence Intervals for Percentages

In sample surveys it is impossible to determine exactly how much a sample percentage differs from the corresponding population percentage. But by using the sample data to estimate the expected amount of variation associated with the sample percentage, it is possible to determine a range of values with a specific likelihood that the range or interval will include the population percentage. Such a range of values is termed the **confidence interval,** and the upper and lower values of this interval are termed the **confidence limits.** The probability that the confidence interval includes the population percentage is called the **degree of confidence** and is usually expressed as a percent.

Table A is designed to assist the reader in making population inferences based upon single sample percentages. The table contains the approximate number of percentage points that should be subtracted from and added to an observed sample percentage in order to obtain the approximate 90 percent confidence limits for the corresponding percentage in the population. Such limits determine an interval which will include the population percentage about 90 times in 100. Although in most cases the limits will be conservative—that is, the degree of confidence will be greater than 90 percent—in some instances the level of confidence will be less than 90 percent. For a discussion of why this is true see the section of this technical note titled "Method Used in

Computing Tabled Values."

To illustrate the use of Table A, suppose we have an observed sample percentage of 22.3 percent which is based upon a subgroup of 733 respondents and we wish to make an inference about the corresponding population percentage. Since 22.3 is nearer to 20 percent than to any other percentage shown in the columnar headings of the table, we select the column headed "Observed percentage near 20 or 80." The observed percentage is based upon a sample of 733; therefore, we choose the row labeled 700-999. At the intersection of the selected column and row, we find a value of 3.9 percentage points. We subtract this value from and add it to the observed value of 22.3 to obtain the approximate .90 confidence limits, which are 18.4 percent and 26.2 percent. Thus we can state with approximately 90 percent confidence that the range of values from 18.4 percent to 26.2 percent includes the population percentage. In other words, the probability that the interval will contain the population percentage is approximately .90.

## Comparing Two Percentages

Sampling variation must also be taken into account when comparing any two percentages reported in this study. That is, if an observed percentage is larger than another, it does not necessarily mean that the corresponding population percentages differ by a like amount. In fact, the population percentages may be equal, and difference between the sample percentages may be due only to chance in the selection of this particular sample.

Table B is designed to give the reader some idea of how much difference can be expected between two sample percentages as a result of sampling variation for various sample or subgroup sizes. The values shown are the approximate minimum number of percentage points by which two observed percentages must differ in order for the reader to infer, with a confidence of approximately .90, that the corresponding population percentages are different. In other words, if the observed difference *exceeds* the value given at the intersection of the appropriate row and column in the proper section of the table, it may be stated with approximately 90 percent confidence that the population percentages are different. In most cases the degree of confidence will be greater than 90 percent, but in some cases the level of confidence will be less than 90 percent.

Table B may also be used to obtain the approximate 90 percent confidence interval for the difference between two

population percentages. The value obtained from the table may be subtracted from and added to the observed difference to obtain the approximate confidence limits and the approximately 90 percent probability that the interval between the limits contains the difference between the population percentages. It should be noted that if the interval includes zero, it should *not* be inferred that the population percentages are different and also that in some instances the degree of confidence will actually be less than 90 percent.

To illustrate the use of Table B, suppose we have two observed sample percentages of 26.5 percent and 32.3 percent which are based upon subgroup sizes of 537 and 765. Is this sample difference of 5.8 percentage points large enough for us to be able to infer with approximately 90 percent confidence that the population percentages are different? Since both percentages are near 30 percent, we enter the section of the table headed "For percentages around 30 or 70." Each section of the table is symmetrical so we may use either subgroup size to determine the proper column and then use the other to determine the proper row. One subgroup size is 537, so we select the column headed 500-699. The other subgroup size is 765, so we select the row labeled 700-999. At the intersection of the selected row and column we find the value 5.2 percentage points. Since the observed difference of 5.8 percentage points exceeds the value obtained from the table, we may state with approximately 90 percent confidence that the corresponding population percentages are different.

The value obtained from the table may be subtracted from and added to the observed difference to obtain the approximate 90 percent confidence limits for the population difference, which are 0.6 percent and 11.0 percent. We can then state with approximately 90 percent confidence that the interval from 0.6 percent to 11.0 percent includes the difference between the population percentages.

## Method Used in Computing Tabled Values

It is difficult to supply the user of statistics obtained from two-stage samples with a precise estimate of the amount of sampling variation associated with a particular percentage because even though two or more observed percentages obtained from samples or subgroups of the same size are equal, in almost all cases their variances will not be equal. The generalized and approximate values presented in Tables A and B are the results of many computations. They are based on computations of the design effect which is the ratio of the standard error of a percentage reported in the study to the standard error of a percentage of equal magnitude obtained from a simple random sample of the same number of elements.

The design effects were calculated for many percentages in the various subgroups of the sample and then grouped in the cells shown in the tables and averaged. The design effects for Table B were calculated under the assumption that the two percentages were from independent subgroups. The average used to compute the generalized value for a particular cell in one of the tables was not a true average but a "safe" or "conservative" average which exceeded most of the values calculated for the cell.

**Table A**

Approximate Number of Percentage Points To Be Added to and Subtracted from Observed Sample Percentage To Obtain the 90 Percent Confidence Limits for the Corresponding Population Percentage

| Subgroup size | Observed percentage near 10% or 90% | 20% or 80% | 30% or 70% | 40% or 60% | 50% |
|---|---|---|---|---|---|
| 100- 299 | 4.0 | 5.4 | 6.2 | 6.5 | 6.9 |
| 300- 499 | 3.8 | 5.5 | 5.9 | 6.6 | 6.8 |
| 500- 699 | 2.9 | 4.4 | 4.7 | 5.1 | 5.1 |
| 700- 999 | 2.9 | 3.9 | 4.7 | 4.8 | 5.0 |
| 1000-1499 | 2.1 | 2.9 | 3.6 | 3.5 | 3.7 |
| 1500-1999 | 2.0 | 2.6 | 3.3 | 3.3 | 3.4 |
| 2000-2318 | 1.8 | 2.6 | 3.1 | 3.3 | 3.2 |

**Table B**

App.oximate Difference Required for Significance at .90 Level of Confidence for Selected Subgroup Sizes

| Subgroup size | Subgroup size 100-299 | 300-499 | 500-699 | 700-999 | 1000-1499 | 1500-1999 | 2000-2318 |
|---|---|---|---|---|---|---|---|
| For percentages from 35 to 65 | | | | | | | |
| 100- 299 | 8.8 | 8.2 | 7.5 | 7.3 | 6.9 | 6.8 | 6.7 |
| 300- 499 | 8.2 | 7.4 | 6.7 | 6.5 | 6.0 | 5.9 | 5.8 |
| 500- 699 | 7.5 | 6.7 | 5.9 | 5.6 | 5.1 | 4.9 | 4.8 |
| 700- 999 | 7.3 | 6.5 | 5.6 | 5.3 | 4.7 | 4.5 | 4.4 |
| 1000-1499 | 6.9 | 6.0 | 5.1 | 4.7 | 4.1 | 3.9 | 3.8 |
| 1500-1999 | 6.8 | 5.9 | 4.9 | 4.5 | 3.9 | 3.6 | 3.5 |
| 2000-2318 | 6.7 | 5.8 | 4.8 | 4.4 | 3.8 | 3.5 | 3.4 |

| Subgroup size | Subgroup size | | | | | | |
|---|---|---|---|---|---|---|---|
| | 100-299 | 300-499 | 500-699 | 700-999 | 1000-1499 | 1500-1999 | 2000-2318 |
| For percentages around 30 or 70 | | | | | | | |
| 100- 299 | 8.2 | 7.5 | 6.9 | 6.7 | 6.4 | 6.3 | 6.2 |
| 300- 499 | 7.5 | 6.8 | 6.1 | 5.9 | 5.5 | 5.4 | 5.3 |
| 500- 699 | 6.9 | 6.1 | 5.4 | 5.2 | 4.7 | 4.5 | 4.4 |
| 700- 999 | 6.7 | 5.9 | 5.2 | 4.9 | 4.4 | 4.3 | 4.1 |
| 1000-1499 | 6.4 | 5.5 | 4.7 | 4.4 | 3.9 | 3.7 | 3.5 |
| 1500-1999 | 6.3 | 5.4 | 4.5 | 4.3 | 3.7 | 3.4 | 3.3 |
| 2000-2318 | 6.2 | 5.3 | 4.4 | 4.1 | 3.5 | 3.3 | 3.1 |
| For percentages around 20 or 80 | | | | | | | |
| 100- 299 | 7.0 | 6.5 | 6.0 | 5.8 | 5.5 | 5.4 | 5.3 |
| 300- 499 | 6.5 | 6.0 | 5.5 | 5.2 | 4.8 | 4.7 | 4.6 |
| 500- 699 | 6.0 | 5.5 | 4.8 | 4.5 | 4.1 | 4.0 | 3.9 |
| 700- 999 | 5.8 | 5.2 | 4.5 | 4.2 | 3.8 | 3.6 | 3.5 |
| 1000-1499 | 5.5 | 4.8 | 4.1 | 3.8 | 3.3 | 3.1 | 3.0 |
| 1500-1999 | 5.4 | 4.7 | 4.0 | 3.6 | 3.1 | 2.9 | 2.8 |
| 2000-2318 | 5.3 | 4.6 | 3.9 | 3.5 | 3.0 | 2.8 | 2.7 |
| For percentages around 10 or 90 | | | | | | | |
| 100- 299 | 5.3 | 4.9 | 4.5 | 4.4 | 4.1 | 4.1 | 4.0 |
| 300- 499 | 4.9 | 4.3 | 3.9 | 3.8 | 3.5 | 3.4 | 3.4 |
| 500- 699 | 4.5 | 3.9 | 3.4 | 3.3 | 3.0 | 3.4 | 3.4 |
| 700- 999 | 4.4 | 3.8 | 3.3 | 3.1 | 2.8 | 2.7 | 2.6 |
| 1000-1499 | 4.1 | 3.5 | 3.0 | 2.8 | 2.4 | 2.3 | 2.2 |
| 1500-1999 | 4.1 | 3.4 | 2.9 | 2.7 | 2.3 | 2.2 | 2.1 |
| 2000-2318 | 4.0 | 3.4 | 2.8 | 2.6 | 2.2 | 2.1 | 2.0 |